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ABSTRACT

An evaluation was conducted of the second year of Project REAL (Relevant Experiences for Alternative Learning), which provides high school students in Newark, Delaware, with community-based career development experiences and relates these learning activities to the curriculum of life skills, basic skills, and career development. In the area of student outcomes it was found that students did not improve in basic skills or career decision-making and employment-seeking skills after participating in the project. Nevertheless, learning managers and community instructors rated the students high in personal employment and career-related dimensions. In the category of student process goals and objectives, the project has been successful in its placement of students in diverse community work sites, implementation of a comprehensive student assessment system, instruction in dealing with sex bias and discrimination, and award of credit for project participation. The project has also fulfilled its proposed management process tasks: developing and implementing management and staff development plans, obtaining parental permission for student participation, providing insurance for participants, and establishing a project advisory board. Recommendations were made for improvements in the three evaluated areas. (The appendixes contain the evaluation plan and a checklist of essential characteristics for implementation sites.) (ELG)

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THIRD-PARTY ANNUAL EVALUATION REPORT

Second Year

Relevant Experiences for Alternative Learning
Project REAL

Educational Testing Service
Princeton, New Jersey

CAN No. 2031600
Project Grant No. J 03-76-00229 (502)

Title of Project: Relevant Experiences for Alternative Learnng
Review Period: November 1, 1977 through
October 31, 1978

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EDUCATIONAL TESTING SERVICE
PRINCETON, NJ 08541

U.S. DEPARTMENT OF HEALTH,
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Third-Party Annual Evaluation Report - Second Year
Relevant Experiences for Alternative Learning
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SECTION I. INTRODUCTION

The Newark (DE) School District has been awarded a three-year contract from the U.S. Office of Education to implement an experience-based career education project subsequently referred to as Project REAL -- Relevant Experiences for Alternative Learning. As part of the terms and conditions of the contract Educational Testing Service (ETS) has been selected to provide third-party evaluation services for the project's second year of operation -- November 1, 1977 to October 31, 1978. ETS's specifications for the third-party evaluation were included as part of Newark's original proposal to the Office of Education. ETS received a formal letter of agreement (contract) from the district to provide these services on November 30, 1977.

Experience-Based Career Education Background

Experience-Based Career Education (EBCE) was conceptualized and initiated through the U.S. Office of Education. Following preliminary exploratory studies, four regional laboratories were selected by the National Institute of Education (NIE) to develop the EBCE concept into an alternative educational program for high school students. The Newark School District

selected Northwest Regional Educational Laboratories EBCE project for implementation in the district. Northwest's EBCE project has essentially three broad characteristics:

1. The project is student-centered and stresses personalized learning experiences for participating students.
2. The focus of student learning processes is community based.
3. Instructional experiences of an academic nature are integrated with career development experiences.[1]

The curriculum content for Project REAL is individualized on the basis of each student's unique cognitive style, personal goals and educational needs. Project staff are guided in the development and preparation of individual student learning plans by the following major curriculum components:

I. Life Skills

- Creative development
- Critical thinking
- Personal/social development
- Science
- Functional citizenship

II. Basic Skills

- Reading
- Written and verbal expression
- Mathematics

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1. National Institute of Education, Education and Work Program OE/DHEW, A Comparison of Four Experience-Based Career Education Programs, 1976.

III. Career Development

- Career knowledge and interests
- Employability skills
- World of Work[1]

Project REAL Goals

The goals of Project REAL as contained in the proposal to the U.S. Office of Education are:

Goal A: Providing the overall management and support staff for the program

A1: Establishing an advisory board to function in the areas of program planning, governance and community relations

A2: Developing a management plan for each year of operation

Goal B: Developing the necessary instructional and curriculum materials for approximately 60 students for the first year of operation

B1: Establishing a network of community sites in which student learning activities will take place

B2: Implementing EBCE curriculum materials in three high schools that relate community learning activities with the three program context areas: Life Skills, Basic Skills and Career Development

Goal C: Evaluating student process and student outcome data

C1: Developing and implementing an evaluation design that provides for student outcome evaluation, process evaluation, summative evaluation and side effects evaluation

Goal D: Developing alternative strategies for demonstrating and disseminating Project REAL materials through Delaware

D1: Providing consultant services and appropriate materials to districts interested in implementing Project REAL

D2: Providing dissemination of Project REAL information through graduate career and vocational education courses offered at the University of Delaware.[1]

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1. Newark, Delaware, A Proposal for the Implementation of North West Regional Education Laboratories EBCE Model, 1976.

During Project REAL's first year of operation 34 students were involved in the project in Christiana, Glasgow and Newark High Schools. This increased by approximately 100 percent in the second year of operation (N=70).

Background of the District

Newark, Delaware is located midway between the nation's capitol and New York City. The city has experienced sizeable growth in industry and housing. It has progressed from a small farming community to one presently characterized by the problems, and attendant demand for expanded services typical of cities in the northeast megalopolis. The Newark School District's student enrollment has doubled every five years since World War II until 1975 and is currently estimated at 17,000 students. The district encompassed about 15 percent of the state of Delaware's total population. The Newark District is heterogenous in its occupational and sociocultural makeup with middle-income families predominating. A high proportion of the district's workers are employed in two broad areas; production and scientific-technical.

Court mandated desegregation and district reorganization during Project REAL's second year of operation (school year 1977-78) brought about significant changes to the Newark School District. The most significant impact was the reassignment of Project REAL's director to a post under the direction of Newark's superintendent. From mid-winter of 1978 until early Spring approximately half of the

director's time was spent in the preparation of district reorganization plans. During the remainder of the school year the director was reassigned (full-time) to the position of administrative principal of Christiana Middle School. Although this reassignment did not appear to seriously alter the operation of Project REAL, the administrative vacuum that this reassignment caused may have had unknown effects on Project REAL.

Scope of Evaluation

The evaluation plan for Project REAL's second year of implementation is found in Appendix A and includes evaluative questions that are intended to determine the extent to which:

(1) Project REAL has been implemented in accordance with its proposal.
(2) Student process objectives and product outcomes have been attained.
(3) Assurances specified by the U.S. Office of Education have been achieved.

The evaluation plan was prepared in three parts. Part A of the plan lists evaluative questions related to student outcomes; Part B contains questions about student process objectives; and Part C specifies questions related to project management tasks. Specifically the format of the plan is as follows:

- Evaluation Questions: A description of the topical area to be evaluated in three broad categories:

  Part A - Student Outcome Evaluation Questions

  Part B - Student Process Evaluation Questions

  Part C - Management Process Evaluation Questions

- Data Source: Lists data sources that will be used to provide information about each evaluation question
- Time Data Collected: Data collection time frame by Fall, Winter or Spring
- Evaluation Design: Specific type of design to be used; e.g.
  -Formative
  -Summative
  -Pretest/Posttest; Posttest Only
- Analysis: Description of the type of analysis to be used, such as norm group comparison, analysis of variance or covariance and so on.
- Target Criteria: A description of the criteria or standards to be used to assess whether the evaluation question has been answered in the desired direction.
- Sample: The sample (or population) subjects or documents to be employed as basis for analysis.

The subsequent sections of the Final Evaluation Report present discussion of the finding of Project REAL's second annual evaluation. The sections are presented consistent with the major parts of the evaluation design.

SECTION II. PROJECT REAL STUDENT OUTCOME EVALUATION QUESTIONS

A. Have Project REAL Students Maintained Their Performance Level in the Basic Skill Areas?

The basic premise of Project REAL is that project students will perform in the basic skill areas as well as students enrolled in traditional high school programs. Analysis of the data collected indicates that student performance decreased in all basic skill areas measured.

The California Test of Basic Skills (CTBS) was administered to all project students employing a pretest-posttest design. Assessment of student performance was determined using the CTBS national norming sample as the comparison group. Also, matched t-tests were computed between the experimental groups pretest-posttest mean scores. Mean scores, standard deviations, and t-values are displayed in Table 1. The data reveals that for each of the basic skill areas measured, the posttest mean score was lower than the pretest mean score. Posttest mean scores were significantly lower than pretest mean scores in reading ($p. < .05$), mathematics ($p. < .01$) and reference skills ($p. < .01$).

Table 2, 3, and 4 display the results of analyses between pretest-posttest mean scores within each of the project schools; Newark, Christiana, and Glasgow High Schools. These data reveal an overall trend in poorer performance on posttest measures than pretest measures within each of the project schools.

Table 1

CTBS Pretest-Posttest Scores for Project REAL

		Pretest		Posttest		
	N	$\bar{X}$	SD	$\bar{X}$	SD	t-value
Reading	30	63.90	15.00	57.07	19.11	-2.08*
Language	29	61.41	11.58	56.24	17.28	-1.89
Mathematics	29	68.35	18.12	57.59	24.19	-3.14**
Reference Skills	30	15.70	3.09	12.37	5.36	-3.87**

Table 2

CSAP and CTBS Pretest-Posttest Scores for
Project REAL, Newark High School

		Pretest		Posttest		
	N	$\bar{X}$	SD	$\bar{X}$	SD	t-value
Reading	14	68.07	14.14	57.64	20.15	-1.73
Language	13	65.62	10.63	57.54	21.37	-1.63
Mathematics	13	72.15	14.38	60.31	24.75	-1.83
Reference Skills	14	16.43	2.14	12.00	5.82	-3.35**
Career Decision Making	13	44.92	10.93	50.00	8.39	2.09*
Employment Seeking Skills	13	36.39	6.48	55.77	15.73	-0.16

* p. < .05
** p. < .01
*** p. < .001

Table 3

CSAP and CTBS Pretest-Posttest Scores for
Project REAL, Christiana High School

		Pretest		Posttest		
	N	$\bar{X}$	SD	$\bar{X}$	SD	t-value
Reading	11	62.27	14.11	59.46	17.07	-0.62
Language	11	57.27	11.66	56.64	11.17	-0.66
Mathematics	11	66.64	22.70	53.36	25.28	-2.92**
Ref. Skills	11	15.81	2.99	12.91	5.34	-1.82
Career Decision Making	12	42.75	11.80	14.33	10.92	0.26
Employment Seeking Skills	11	54.91	5.58	54.64	11.61	-0.09

Table 4

CSAP and CTBS Pretest-Posttest Scores for
Project REAL, Glasgow High School

		Pretest		Posttest		
	N	$\bar{X}$	SD	$\bar{X}$	SD	t-value
Reading	5	55.80	18.30	50.20	22.90	-2.37
Language	5	55.20	11.93	52.00	19.51	-0.78
Mathematics	5	62.20	17.01	59.80	24.11	-0.65
Ref. Skills	5	13.40	4.83	12.20	5.07	-2.06
Career Decision Making	5	41.33	10.02	44.67	13.58	1.28
Employment Seeking Skills	5	54.50	9.11	54.00	14.02	-0.18

* p. < .05
** p. < .01
*** p. < .001

B. Have Project REAL Students Increased Their Career Decision-Making Skills?

The Career Skills Assessment Program (CSAP) career decision-making skills and employment seeking skills measures were administered on a pretest-posttest basis to all project students and a non-equivalent intact comparison group. The comparison group was randomly selected within each of the project schools. CSAP measures are designed for secondary school students and were administered to both groups in October, 1977 and May, 1978.

Table 5 displays mean pretest and posttest scores, standard deviations and F-tests for project and comparison students. As revealed in this table, there was a significant difference ($p. < .05$) between pretest mean scores on the career decision making skills measure. Project REAL students scored significantly higher than the comparison group. There was however, no significant difference between the groups mean posttest scores.

Tables 2, 3, and 4 on the previous page shows the results of matched t-tests for Project REAL students only in each of the project schools. Although there were no significant differences in two of the schools, Newark High School project students increased a significant amount between pretest-posttest ($p. < .05$) in the area of career decision making.

Table 6 displays and unweighted means analysis of variance for career decision-making skills posttest scores adjusted for pretest scores. The data reveals no statistically significant difference between Project REAL students and the comparison group. When differences between mean pretest scores for Project REAL students and the comparison group were accounted for, there was no significant difference on mean posttest scores.

C. Have Project REAL Students Increased Their Employment Seeking Skills?

The CSAP employment seeking skills measure was administered to Project REAL students as the comparison group in October, 1977 and May, 1978.

As illustrated in Table 5, there were no significant differences between both groups mean pretest and posttest scores on the employment seeking skills measure.

Table 5

CSAP Pretest-Posttest Scores for Project REAL and Comparison Group

		Pretest				Posttest		
Group	N	$\bar{X}$	SD	F-test	N	$\bar{X}$	SD	F-test
Career Decision Making Skills	E	55	40.91	11.62	1.63*	38	45.03	11.47	1.25
	C	125	33.18	14.84		66	44.06	12.83	
Employment Seeking Skills	E	55	54.49	7.61	3.21	38	53.63	13.27	1.21
	C	130	47.02	13.63		70	55.34	12.04	

Table 6

Unweighted Means Analysis of Variance for CSAP Career Decision Making Skills Posttest Adjusted for Pretest

Source	Sum of Squares	DF	Mean Square	F	Significance
Project REAL/Comparison	0.32	1	0.320	0.004	p = 0.948
Covariates	3991.22	1	3991.22	32.52	p = 0.000***
Explained	3991.54	2	1995.77	26.26	p = 0.000***
Residual	6584.10	84	76.00		
Total	10375.64	86	120.65		

Table 7

Unweighted Means Analysis of Variance for CSAP Employment Seeking Skills Posttest Adjusted for Pretest

Source	Sum of Squares	DF	Mean Squares	F	Significance
Project REAL/Comparison	36.60	1	36.60	0.30	p = 0.584
Covariates	3250.31	1	3250.31	26.77	p = 0.000***
Explained	3286.90	2	1643.45	13.54	p = 0.000***
Residual	10685.42	88	121.43		
Total	13972.32	90	155.25		

* p. < .05
** p. < .01
*** p. > .001

The results of matched t-tests for Project REAL students only on the employment seeking skills measure displayed in Tables 2, 3, and 4 show no significant differences between pretest and posttest mean scores. However, posttest mean scores within each of the project scores were slightly lower than mean pretest scores.

Table 7 displays an unweighted means analysis of variance for employment-seeking skills posttest scores adjusted for pretest scores. The data indicates no significant difference between Project REAL students and the comparison group. When differences between mean pretest scores for both groups were accounted for, there was no significant difference between Project REAL students and the comparison group.

D. What Are the Opinions of Project REAL Learning Managers and Community Instructors About Project Students?

Project REAL learning managers and community instructors uniformly expressed high opinions about personal and career development attributes of project students. When asked to rate students on specific career and personal development attributes, Table 8 illustrates that Project REAL learning managers consistently reported that students demonstrated positive employment related attitudes and a desire to apply the knowledge and skills learned in the area of career development.

Please note that statements 13, 14, and 15 in the questionnaire are stated negatively; therefore the mean scores of 4.33, 3.80, and 4.13 respectively indicate relatively positive performance.

As illustrated in Table 9, community instructors indicated that students are not disruptive on the job, take initiative in taking on a project, ask questions when a problem occurs, and take pride in their work. Community instructors responses to item number eight indicates consistent agreement among the community. These data indicate that project students do not resent receiving directions on the work-site.

One-hundred percent of the community instructors surveyed indicated they would recommend that other employers become involved in Project REAL. Furthermore, slightly more than 70 percent reported that all students should participate in Project REAL regardless of their career or educational plans with 26 percent reporting that only those students whose career or educational plans are uncertain should participate. Only 3.6 percent responded by indicating that Project REAL should only be for those students who expect to get a job immediately after high school graduation.

Table 8

PROJECT REAL LEARNING MANAGERS RATING SCALE

1 This describes the student perfectly	2 This is true most of the time	3 Sometimes this is true of the student	4 This is not usually so	5 The student is not like this at all

		$\bar{X}$	SD
1.	Pays attention to good grooming and dresses appropriately for community site.	1.96	.77
2.	Shows responsibility in completing assigned tasks.	2.33	1.04
3.	Is punctual and meets deadlines.	2.40	1.07
4.	Shows an interest in learning about careers.	2.02	1.00
5.	Relates abilities, values, and needs to career options.	1.98	.94
6.	Relates level of education required to career options.	2.02	.87
7.	Uses appropriate resources to gather career information.	2.07	.94
8.	Is cooperative and willing to listen to advice.	1.89	.94
9.	Follows required project procedures and policies.	2.20	1.01
10.	Applies decision-making skills in the selection of career opportunities.	2.10	.94
11.	Makes realistic plans about future career goals.	2.20	1.01
12.	Is motivated to want to work and expend effort.	2.20	1.10
13.	Shows difficulty in communicating with adults on the telephone.	4.33[1]	1.00
14.	Requires close supervision.	3.80[1]	1.30
15.	Shows little pride in work and rushes through assignments.	4.13[1]	1.18

N=45

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1. Stated negatively. The high mean scores indicate relatively positive performance.

Table 9

PROJECT REAL COMMUNITY INSTRUCTORS RATING SCALE

1 This describes the student perfectly	2 This is true most of the time	3 Sometimes this is true of the student	4 This is not usually so	5 The student is not like this at all

		$\bar{X}$	SD
1.	Shows some initiative in taking on a project.	1.93	1.11
2.	Can't get to community site on time.	4.49[1]	.80
3.	Shows interest in learning more about the career or occupation.	1.67	.96
4.	Asks questions if problems come up.	1.41	.75
5.	Is often absent from the community site.	4.70[1]	.54
6.	Has to be told what to do every minute or can't keep busy.	4.00[1]	1.33
7.	Shows some pride in their work and doesn't just rush through to get it finished.	2.07	1.30
8.	Resents receiving directions from community instructor.	5.00[1]	.00
9.	Wastes time on the community site.	4.41[1]	1.01
10.	Dresses appropriately for community work site.	1.48	.80

11. Would you recommend that other employers become involved in Project REAL?

100% Yes N=27

_____ No

12. If sufficient community sites were available, would you recommend that all students participate in project REAL?

70% Yes, all students should participate in Project REAL regardless of their career or educational plans.

26% No, only those students whose career or educational plans are uncertain.

4% No, only those students who expect to get a job immediately after high school graduation.

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1. Stated negatively. The high mean scores indicate relatively positive performance.

Findings:

The findings of Project REAL's student outcome evaluation are:

1. Project REAL students mean posttest scores were less than their mean pretest scores in each of the following basic skills areas:

   1.1 Reading
   1.2 Language
   1.3 Mathematics
   1.4 Reference Skills

2. Project REAL students did not obtain statistically significant results when contrasted to a non-equivalent intact comparison group in the following areas:

   2.1 Career Decision-Making Skills
   2.2 Employment Seeking Skills

3. Project REAL Learning Manager uniformly held high opinion of project students on a variety of personal, employment and career related dimensions.

4. Community instructors consistently have high opinions of Project REAL students employment and career related dimensions.

5. One-hundred percent of the community instructors surveyed recommended that other employers become involved in Project REAL with 70 percent responding that all students should become involved in the project.

Conclusions:

1. Project REAL students did not obtain the anticipated level of performance in all the basic skill areas measured when compared to a national norming population.
2. Project REAL student performance in the areas of career decision-making skills and employment seeking skills was comparable to the performance of the comparison group.
3. Learning managers and community instructors consistently rated Project REAL students high on a variety of personal, employment and career related dimensions.

General conclusions about the impact of Project REAL on students in the basic skills and career education areas must be weighed carefully in regard to the organizational and educational climate in the Newark School District during the latter half of the school year.

Reactions to court-ordered district reorgnization and desegregation plans were apparent in student boycotts and other general disruptions to normal school operations, staff uncertainty about teaching assignments and feelings of concern about future organizational patterns. Although the district appeared to be operating as it had in the past, uncertainty about the future of the district was perceived by students and staff alike. Ultimately, the anxiety associated with this situation was one of the underlying factors that precipitated a six week teacher strike in the Fall, 1978.

Thus, conclusions about the impact of Project REAL on students must be viewed judiciously. The unknown circumstances surrounding reorganization and desegregation plans may have influenced instructional activities and test results in varying ways and unknown amounts.

Recommendations

The following are the recommendations for this section of the evaluation report:

1. Attention should be directed at facilitating the assimilation of project REAL into the emerging reorganizational pattern while maintaining the alternative educational structure of Project REAL.
2. Attention should be directed at identifying specific content areas of the student assessment program in which students tended to perform less than anticipated.
3. Based on the results of the previous analyses, instructional modules should be prepared and implemented by Project REAL's staff in each of these content areas.

SECTION III. PROJECT REAL STUDENT PROCESS EVALUATION QUESTIONS

A. Have Project REAL Students Been Placed in Community Exploratory and Project Learning Activities?

Project REAL program specifications require that students complete at least three exploratory experiences and five projects. Career exploratory experiences are three-to-five days in length during which time students interact with adult members of the work force in occupations of interest. Projects are longer in length, typically spanning three to five weeks and provide the opportunity for students to study occupations of particular interest to them in depth. Projects are individualized and incorporate academic as well as occupationally related areas. Both exploratory and project experiences are characterized by direct student contact with the tools, materials and other resources commonly found in community worksites.

The data collected from Christiana, Glasgow and Newark High Schools indicated that students achieved the target criteria set for the completion of exploratory and project experiences. Table 10 displays the number of students attaining the target criteria.

Table 10

Number of Students Attaining Criteria for Completion of Exploratory and Project Activities

Project Sites	Exploratory Experiences	Project Experiences
Christiana HS	20	18
Glasgow HS	10	10
Newark HS	38	36
Total	68	64

Project REAL students participated in community experiences in a broad array of jobs or job clusters. Table 12 presents the number of students completing career explorations and projects in each of the following job clusters:

Table 11

Distribution of Project REAL Students in Job Clusters[1]

Job Cluster	N Students
1. Agri-Business and Natural Resources	4
2. Business and Office	20
3. Communications and Media	15
4. Construction	4
5. Consumer and Homemaking Education	4
6. Environment	3
7. Fine Arts and Humanities	2
8. Health	15
9. Hospitality and Recreation	5
10. Manufacturing	3
11. Marine Science	1
12. Marketing and Distribution	7
13. Personal Services	20
14. Public Services	19
15. Transportation	5

The data in Table 11 indicates that Project REAL students were placed in jobs that were distributed across the U.S. Office of Education's designated fifteen job clusters.

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1. U.S. Office of Education Fifteen Job Clusters

Learning Site Analysis Forms (LSAF's) have been prepared by Project REAL staff for each community work site. LSAF's include a description of the materials, tools, equipment and job tasks students may encounter at each site. LSAF's are used to develop specific site learning objectives that in turn are used in preparing student projects.

Review of a representative sample of LSAF's (N=15) indicate that these forms have been completed satisfactorily. Specific job tasks have been delineated; tools, materials and other resources available at the work site identified; and an overall description of the job are included in the LSAF's. In only a few instances were LSAF's completed without face-to-face contact with job representatives.

In addition to LSAF's, Project REAL has also prepared an Employer's Agreement Form that describes the terms and conditions under which the employer agrees to participate in providing job experiences for students.

B. Have Project REAL Students Been Awarded Credit Toward a High School Diploma for Successful Completion of Program Activities?

The Delaware State Board of education and the Newark School District have established guidelines regarding the award of credit toward a high school diploma for students pursuing alternative secondary education programs. The State Board of Education and the Newark School District require a minimum of 18 approved credits to be awarded a high school diploma.

State and district policy provides for: "...the granting of the maximum of three credits toward graduation for a combination of approved and individualized programs which include: independent study projects arranged with appropriate school administrators and staff persons and approved and supervised work experiences in the school and community which meet the educational objectives or special career interests of an individual student."[1]

Nonetheless, all project REAL credits can be applied to the 18 minimum required for graduation, additional credits for Project REAL projects were awarded beyond the 18 credit minimum to insure that each student received appropriate academic credit consistent with the time spent in Project REAL. One-half credit was awarded for each project completed with additional credit awarded for successful completion of career competencies and explorations.

Project REAL staff developed and distributed to students and their parents guidelines for the award of credit for participation in the project. ETS staff reviewed these guidelines, supportive forms, and other documents and monitored their use. Although each of the three project sites have particularized guidelines for awarding credit, there was a high degree of consistency among the sites in applying the guidelines.

Interviews with students at each of the project sites indicated that they felt the guidelines and procedures for awarding credit were reasonable and equitable. Although project staff reported that the guidelines were appropriate, they did say that determining the academic area in which credit should be granted for particular projects was difficult and time consuming. During the Summer of 1977 project staff

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1. Newark, Delaware, A Proposal for the Implementation of Northwest Regional Educational Laboratories EBCE Model, 1976.

reviewed the guidelines and made revision where necessary. These guidelines were implemented during the second year of Project REAL.

C. Has Project REAL Implemented Sex-Fair Guidance, Placement, Counseling and Follow-up Services?

Project REAL has prepared a comprehensive plan for dealing with sex bias and sex discrimination issues that relate to the project. The plan includes:

- Staff development activities to familiarize staff with sex bias and sex discrimination issues in career education.
- Strategies and procedures for dealing with these issues on a student level.
- Student process objectives in guidance and counseling.
- Guidelines for the selection of non-textbook materials.
- Guidelines for dealing with controversial instructional materials.
- Checklist for evaluating materials for racial and sex discrimination.

The comprehensive plan for treating sex bias and sex discrimination issues was developed late in the Spring of 1977 and was implemented in the project's second year of operation.

Project REAL has also developed and implemented a student placement and follow-up system to account for the job placement of each student who graduates or leaves the project. Table 12 summarizes student placement and follow-up data across the three project sites.

Table 12

Project REAL Follow-up Information

	Grade 11	Grade 12
Total Number Enrolled in Project REAL	30	34
Graduated -- Enrolled in College	—	22
Graduated -- Placed in Job	—	12
Graduated -- Not placed in Job or College	--	--
Completed program and promoted	22	—
Dropped out of Project REAL and returned to regular classroom	14	4
Dropped out of school	—	--
Transferred out of District	15	—
Re-enrolled in Project REAL for second-year	3	—

D. Has Project REAL Implemented a Student Assessment Program?

Project REAL has implemented a student assessment program in the basic skill areas and career development. The California Test of Basic Skills (CTBS) and the College Board's Career Skills Assessment Program (CSAP) test battery were administered to all incoming project students. The test results were used by project staff in developing individualized learning plans (i.e. projects, explorations, etc.) for students. the subtests covered by the CTBS include:

1. Reading
2. Language
3. Mathematics
4. Reference Skills
5. Science
6. Social Studies

Interpretation of test scores for instructional use is based on comparison with the CTBS national norming sample. In those instances when students score below the 50th percentile in a particular basic skill area, individual learning plans are prepared to offer students special instruction in this area.

In addition to the use of the CTBS on a pre-entry assessment basis, the results of the CTBS pretest-posttest analysis were also used by Project REAL staff to identify specific parts of the test that students tended to do poorly. An item analysis of the CTBS has been done by Project staff to identify content areas of the test where student achievement was less than anticipated. The results of the item analysis were then used to develop individual learning modules (e.g. computational skills, reading). Plans call for incorporating these modules into student projects during the Project's second year of operation when the results of students pre-assessment indicate low achievement in a specific basic skill area.

CSAP test battery include the following measures:

1. Career Decision Making Skills
2. Employment Seeking Skills

The CSAP battery was administered on a pretest-posttest basis to Project REAL students and the comparison group. Analysis of covariance statistical procedures were used to estimate student achievement on each of the CSAP measures.

The results of the CTBS and CSAP pretest-posttest administration are found in a previous section of this report.

Findings

The findings of Project REAL's student process evaluation are:

1. Project REAL students completed the required number of exploratory experiences and projects.
2. Policies, procedures, and guidelines for grading and the award of credit toward a high school diploma are well-structured and functional.
3. Project REAL students have been placed in a broad array of community work experiences.
4. A comprehensive plan for dealing with sex bias and sex discrimination issues that relate to Project REAL students has been prepared and implemented.
5. A placement and follow-up system has been developed and implemented.
6. A comprehensive student assessment system has been implemented in the basic skill areas and career education.

Conclusions

Conclusions drawn from Project REAL's process evaluation section are:

1. Project REAL has achieved its student process goals and objectives as outlined in its proposal and as specified in its management plan. These include placing students in a broad array of community work sites, implementing a comprehensive student assessment system, providing students with instructions in the area of sex bias and sex discrimination and awarding students credit for participation in the project.

Recommendations

The following are the recommendations for this section of the evaluation report:

1. Project REAL should continue to expand the number and variety of community work sites for the project's third year of operation.
2. Project REAL should continue to refine the quality and breadth of LSAFs consistent with additional community work sites.

SECTION IV. PROJECT REAL MANAGEMENT PROCESS QUESTIONS

A. Has an Overall Project Management Plan Been Developed and Implemented?

The director of Project REAL has prepared and implemented a management plan that includes the following elements:

- Goal Statements: A description of the broad goals of Project REAL.
- Objectives: A description of the objectives related to each of the broad goal statements.
- Activities: A description of the activities designed to accomplish the stated goals and objectives.
- Completion Dates: The anticipated start and completion dates for accomplishing each of the stated goals and objectives.
- Resource Allocation: A description of the human and financial resources allocated to each of the goal and objective areas.
- Person(s) Responsible: The name(s) of the person(s) responsible for undertaking project activities.

Analysis and review of the management plan indicates that project goals and objectives have been linked to proposed project activities, start and completion dates have been established for each of these activities, and financial and human resources have been referenced to each of the project activities.

B. Has Parental Approval for Participation in Project REAL and the Third-Party Evaluation Been Collected for Each Student in the Project?

Parents of students expressing an interest in participating in Project REAL were informed concerning the requirement for prior parental approval for students by mail and during an orientation session. A checklist procedure was developed and implemented by the project's staff to insure that parental approval was secured prior to student participation.

Student folders were prepared that contained the following forms: parental permission, insurance, accident, and transportation. An ETS representative examined each student's folder early in the Fall of 1977 and found that a signed parental permission form and other necessary forms were present for all Project REAL students. Further examination of the dates of the parental form revealed that permission had been granted by parents prior to student involvement in the project.

C. Have Provisions Been Implemented to Guarantee the Safety and General Well Being of Project REAL Students?

Insurance protection for Project REAL students was provided through student participation in the Newark School District's insurance plan or through individual family coverage. Students utilizing private vehicles for transportation to and from school and community work sites were also required to demonstrate adequate insurance protection of himself/herself, the vehicle and passengers. Students transported on District owned and operated vehicles were covered through the District's insurance plan. Also, liability insurance protection for employers involved in Project REAL was provided by the District. Examination of student folders indicated that all of the students were enrolled in either the District's or their family's insurance program.

Project REAL on-site community work activities were of the non-paid variety and were designed to be in compliance with the child labor provision of the Fair Standards Act. Also, a copy of Project REAL's proposal was submitted to the Area Director of the Department of Labor to inform him of the Director of Newark's intentions in implementing Project REAL.

D. What Was the Nature and Extent of Project REAL Staff Development Activities?

A variety of staff development activities were organized by Project REAL's director. These include such activities as:

1. Developing a program description booklet for Newark High School's project.
2. Preparing a dissemination plan for informing community groups about the project.
3. Refining of basic competencies procedures.
4. Redesigning sound/slide presentation and related orientation materials.
5. Revising all project forms, and so on.
6. Evaluating existing community work sites and identifying new sites.

In addition to these activities, Project REAL staff conducted an internal evaluation of the project. Each of Project REAL's staff worked approximately 90 hours during the summer months on staff development activities.

E. Has the Necessary Project Staff Been Employed in Keeping with the Project's Proposal?

The following personnel have been employed and are present at each of the three Project sites: one learning manager, one community coordinator and one clerical assistant. A full-time project director has also been employed and is located in Newark School District's central office. Each of the staff has been provided with a job description listing the appropriate tasks, roles and responsibilities. A personnel review procedure has been implemented to ensure periodic evaluation of all Project REAL personnel.

F. Has a Project REAL Advisory Board Been Established?

For the past four year the Newark School District has maintained an external career education advisory council that was established as part of the district's involvement in the Career Educational Instructional Systems Project. The council meets monthly and its membership includes representatives of business, industry, state and local governments, state education agencies, and a variety of professions as well. The purpose of the council is to advise the superintendent on broad areas of concern in the field of career education and to establish a basis for community support. Because the council continues to meet on a regular basis, a decision was made in early September, 1976 to form a subcommittee or task force of the council as an advisory board to Project REAL.

G. To What Extent was Project REAL Implemented as Planned?

Learning Centers: Learning centers have been established as planned in each of the three Project REAL sites. These centers are located in classrooms and have sufficient desks, file cabinets, audio-visual, duplicating equipment and other materials and supplies to allow the center to function as a self-contained unit. A single classroom in Christiana and Glasgow High Schools has been designated as a Project REAL learning center. Due to increased enrollment in Project REAL in Newark High School during the second year three classrooms have been added for Project REAL's use.

Transportation: Transportation of Project REAL students to and from worksites appears to have not been a significant problem. Unlike other experience-based career education projects, Project REAL requires that students make arrangements for their own transportation. However, although staff and students did not report this as a problem, it may be a self-limiting mechanism that prevents expansion of Project REAL in those instances where public or private transportation may not be available to some students wishing to enroll in the project.

Community Work Sites: The staff of Project REAL have identified in excess of 135 community work sites. The work experiences found in these sites represent a broad array of jobs and job clusters spanning the 15 job clusters classified by USOE.[1] ETS interviewed a representative sample of 10 employers who participated in the project during the Spring of 1978. The employers interviewed uniformly had positive reactions to Project REAL, expressed an interest in continuing their

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1. Refer to page 20 for a list of student work experiences in each of the 15 job clusters.

involvement in the project and thought that Project REAL provided students with first hand experience of demands in an employment settings. The analysis of Community Instructor's Rating forms are included in a previous section of this report.

Project REAL Site Characteristics

ETS administered the Implementation Site Essential Characteristics Checklist prepared by NWREL's experience-based career education staff to assess Project REAL's site characteristics. The findings of the Checklist indicate that Project REAL:

- provided individualized instruction to students
- utilized community resources as a basis for instruction
- built on career related activities of adult members of the work force
- represented a comprehensive and integrated educational program
- focused primarily on the career development of students

Comparison between these broad findings and Project REAL's first year proposal and its management plan indicate that Project REAL exhibits the essential characteristics of an experience-based career education project. The completed Implementation Site Essential Characteristics Checklist is contained in Appendix B.

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1. Refer to page 20 for a list of student work experiences in each of the 15 job clusters.

Findings:

The findings of the Project REAL management process evaluation are:

1. Project REAL has developed and implemented a project management plan.
2. Parental permission for student participation in Project REAL and evaluation activities was secured prior to start of project.
3. Insurance provisions have been provided to assure the safety of project participants.
4. A comprehensive staff development plan has been prepared and implemented.
5. Project staff have been employed consistent with management plan and project proposal.
6. A Project Advisory Board has been established and meets on a regular basis.

Conclusions:

The overall conclusion of the Project REAL management process evaluation is:

1. Project REAL has been implemented consistent with the project's proposal and management plan. A review of the Implementation Site Essential Characteristics Checklist reveals that Project REAL has in operation those activities that are essential to an experience-based career education project.

APPENDIX A

Evaluation Plan--Project REAL

October 1, 1976 - September 30, 1977

The evaluation plan for Project REAL's first year of implementation is contained in this document. The plan includes evaluation questions that will be addressed to determine the extent to which:

- Project REAL has been implemented in accordance with its proposal.
- Student process objectives and product outcomes have been attained.
- Assurances specified by the United States Office of Education have been achieved.

The evaluation plan is presented in three parts. Part A of the plan lists questions related to student outcomes; Part B contains questions about student process objectives; and Part C specifies questions linked to project management tasks. Specifically the format of the plan is as follows:

- Evaluation Questions: A description of the topic or area evaluated in three broad areas:

  Part A - Student Outcome Evaluation Questions
  Part B - Student Process Evaluation Questions
  Part C - Management Process Evaluation Questions

- Data Source: Lists data sources that will be used to provide information about each evaluation question. A list of the data sources and code numbers is presented in Appendix A, Documents Checklist.

- Time Data Collected: Data collection time frame by Fall, Winter or Spring.

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- Evaluation Design: Specific type of design to be used:
  - -Formative
  - -Summative
  - -Pretest/Posttest; Posttest only
- Analysis: Describes the type of analysis to be used, such as norm group comparison, analysis of variance or covariance and so on.
- Target Criteria: A description of the criteria or standards to be used to assess whether or not the evaluation question has been answered in the desired direction.
- Sample: The sample (or population) of subjects or documents to be analyzed.

Because Project REAL is in its formative stage of development and implementation, the evaluation plan must also be used and interpreted with a measure of flexibility. Unknown factors and events will most assuredly temper some of the plan's specifications. The preparation of the plan has included discussions with the director of Project REAL to assure that its specifications are consistent with the overall project as interpreted by Educational Testing Service (ETS), and further that the criteria established to weigh accomplishments are realistic in light of the allocation of resources. Project REAL's evaluation plan was approved by the project's director on February 17, 1977.

The subsequent part of this document presents Project REAL's evaluation plan for its first year of operation.

Evaluation Plan--Part A

Project REAL Student Outcome Evaluation Questions

Student Outcome Evaluation Questions	Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
1. Have students maintained their performance level in the following basic skills areas? a. Reading Vocabulary b. Reading Comprehension c. Spelling d. Language Mechanics e. Language Expression f. Mathematics Computation g. Mathematics Concepts and applications h. Reference Skills i. Science j. Social Studies	D-22 Comprehensive Test of Basic Skills Sub-scales 1-10	Fall and Spring; Mid-year for first year of project implementation	Summative Pre-Post O X O	Norm group Comparison using $\bar{x}$ scores and percentile statistics	Students should perform as well as national norm group	Total population of project REAL students
2. Have students improved in their knowledge of career decision making skill?	D-21 Career Skills Assessment Program	Fall and Spring; Midyear for first year of project implementation	Summative Pre-Post O X O O O	Analysis of variance or covariance; with comparison-group, if available	Statistically significant F-ratio favoring the treatment group ($p \leq .05$, one-tailed test)	Total population of project REAL students; 100-150 comparison group students
3. Have students improved in their employment seeking skills?	D-21 Career Skills Assessment Program	Fall and Spring Mid-year for first year of project implementation	Summative Pre-Post O X O O O	Analysis of variance or covariance; with comparison group if available	Statistically significant F-ratio favoring the treatment group ($p \leq .05$, one-tailed test)	Total population of project REAL students; 100-150 comparison group students

Evaluation Plan--Part A

Project REAL Student Outcome Evaluation Questions

Student Outcome Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
*. Have students demonstrated successful completion of at least seven of the following 13 competencies:	D-18 Competencies Record	Spring	Summative Post-test	Number and percentage of students meeting target criteria	100% of project REAL students successfully completing 7 competencies	Total population of project REAL students
*1. Transact business on a credit basis. Maintain a checking account in good order.						
*2. Provide adequate insurance for self, family and possessions.						
3. File state and federal income taxes.						
*4. Budget time and money effectively.						
5. Maintain the best physical health, and make appropriate use of leisure time.						
6. Respond appropriately to fire, police and physical health emergencies.						
7. Participate in the electoral process.						
8. Understand the basic structure and function of local government.						
*9. Explain your own legal rights and responsibilities.						
*10. Make appropriate use of public agencies.						
11. Make application for employment and successfully hold a job.						
*12. Operate and maintain an automobile						

* To be completed Spring 1977

Figure 1. Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
5. Have students been placed in the work place in exploratory and learning level activities?		Spring	Summative Post-test	Frequencies, percentages; comparison between three project REAL high schools	100% of project REAL students placed in 3 exploratory experiences and 2 or more learning level activities	Total population of project REAL students
a. How many students within each of the project schools have been placed in exploratory and learning level activities?	D-29 Exploration Guide D-9 Project Form (Learning levels)					
b. In what job categories or clusters were the students placed?					Distribution across 15 OE job cluster	Ditto Above.
c. How many students were placed in each of these categories or clusters?	D-23 Process Evaluation Form					
d. Did the exploratory and learning level activities allow the students to interact with adult members of work force?					100% of project REAL students interacted with adults	Ditto Above.
e. Was instruction provided the students regarding possible sex biases or sex stereotyping in the job?	Interviews				100% of project REAL students provided instruction	Ditto Above.
f. Were the necessary prerequisite and follow-up procedures and forms associated with job placement completed by all the parties involved?					Student folders contain all the prerequisite forms (See Documents list)	Ditto Above.

Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
e. Was credit toward a high school diploma granted for successful completion of program activities? a. Have guidelines and policy statements been developed for awarding credit toward a high school diploma? b. Are the guidelines and policy statements being consistently applied among the three project sites? c. Have students, parents and school personnel been made aware of the statements? d. Have forms been developed for recording credits?	D-23 Process Evaluation Form D-9 Project Form D-19 Student Planning Form D-30 Student Report Cards	Spring	Summative Post-test	Review of crediting policy and procedures. Comparative analysis between planned and actual implementation of procedures.	100% of students sampled shall have successfully been awarded credit toward a high school diploma based upon project REAL experiences	Random sample of 50% of students at each school site

Evaluation Plan -- Part B

Project REAL Student Process Evaluation Question

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
7. Have sex-fair guidance, counseling placement and follow-up services been implemented? a. Have process and measurable student outcome objectives for sex-fair guidance and counseling been developed? b. Has a student follow-up plan been developed and implemented to account for the placement of each student who graduates from high school or drops out of the project?	D-26 Process Evaluation Form D-26 Management Plan Project Records	Spring	Formative	Comparative analysis between planned and actual implementation of sex-fair guidance, counseling, placement and follow-up services.	100% of process and outcome objectives related to sex-fair guidance and counseling will be implemented according to the plan. 100% of student follow-up sample will be accounted for.	100% of process and outcome objectives. Random sample of 50% of students at each school site

Evaluation Plan--Part B

Project REAL Student Process Evaluation Questions

Student Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
8. Has a comprehensive student assessment program been identified, implemented and utilized? a. Have individualized learning plans been prepared for project REAL students? b. Did the individualized learning plans provide for instruction in life skills, basic skills and career development?	D-17 Certification Form D-18 Competencies Record D-19 Student Planning Form D-29 Project REAL proposal On-site visits D-1 EBCE Essential Characteristics Checklist D-2 EBCE Process Checklist Student Folders	Spring and Fall	Formative	Descriptive analysis of student assessment program. Comparative analysis between planned and actual implementation. Content analysis of learning plans.	Assessment information provided to staff shall include: (1) career development, and (2) basic academic skills data. 100% of plans reviewed shall have provisions for individualized instruction. 100% of plans reviewed shall include instruction in each of the following areas; life skills, basic skills and career development.	Random sample of 50% of students at each school site

Figure 1. Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
9. Has an overall project management plan been developed and implemented? a. Have project goals and objectives been linked to planned project activities? b. Have start and completion dates been established for each of the planned project activities? c. Have financial and human resources been referenced to each of the planned project activities?	D-26 Project REAL Management Plan D-23 Process Evaluation Form	Fall Winter Spring	Formative	Verification of development and implementation of management plan. Comparative analysis between planned and actual management activities.	Management plan shall be developed and implemented in accordance with specification i.e. evaluation questions. 100% of management activities analyzed will be implemented according to plans unless adequate documentation for changes is present.	Random sample of 25% of management activities investigated in depth.

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
10. Has parental approval for participation in project REAL and evaluation been collected for each student in the project?		Winter 1977 Fall for successive years	Summative Post-test	Frequencies, percentages of presence of parental permission forms	100% of project REAL students have signed parental permission forms in folders	100% of project REAL students
a. Have parents been informed concerning the requirement for prior approval?	D-4 Insurance, Transportation and Accident Form Parents' Letter					
b. What procedures were developed to insure that parental approval was secured prior to participation?						
c. Does each student participating in the project have a completed permission slip (signed by parent(s)) in his or her individual folder?	Students' Folders					

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Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
11. Have provisions been implemented to guarantee the safety and general well-being of the students?	D-3 Indemnity Insurance Policy	Spring	Summative	Comparison between planned and actual activities related to student safety and well-being.	100% compliance with specified assurances i.e. questions 1-4	Not Applicable
a. Has adequate insurance been provided for by the Newark School District and/or the student to cover him or her while being transported to and from the work site as well as on-site work related activities?	D-4 Insurance, Transportation and Accident Form					
b. Regarding on-site work related project activities, are these activities conducted within the provisions of the Fair Labor Standards Act?	D-6 Employer's Agreement Form D-8 Learning Site Analysis Form			Review of project correspondence to document recommended procedures.		
c. Do participating employees meet the provisions of the Occupational Safety and Health Act?	D-20 Employee Interview Schedule D-26					
d. Have procedures been implemented from the appropriate Area Director to insure cooperation and advise of the Wage and Hour Division of the U.S. Department of Labor?	Project REAL Management plan Project correspondence					

Evaluation Plan--Part C

Project REAL Management Process Evaluation Question

	Management Process Evalution Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
12.	What was the nature of Project REAL staff development activities? a. How many central office and project REAL staff participated in staff development activities? b. Has a comprehensive plan been developed for staff development during the current fiscal year? c. How many, and at what times, have staff development meetings been held? d. What topics, and who were the presenters, at each of these meetings? e. What were the participants opinions about the value and effectiveness of these meetings? f. Has a procedure been developed for collecting information from staff about the need for additional staff development activities?	D-25 Management Plan D-23 Process Evaluation Form Staff Development Plan Meeting agenda Interviews with project REAL staff	Spring and Fall	Formative	Comparative analysis between project plans and actual staff development activities. Review of staff development agenda (s) Content analysis of staff development plan.	100% of project REAL staff should be involved in 4 or more staff development activities. A comprehensive staff development plan should be available and evidence to suggest its implementation. Staff development follow-up procedures should be developed and implemented. Staff input into development activities should be present.	100% of project REAL staff

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
13. Have the necessary project staff been employed in keeping with the project's proposal? a. Has a full-time project director/manager been employed to supervise the overall operation and direction of the project? b. Have the prerequisite number of learner managers been employed? c. Have the prerequisite number of community coordinators specialists been employed? d. Have all employees been provided with a description of their roles and responsibilities? e. Were employees distributed among the three project sites according to the proposal? f. Has a personnel review procedure been implemented to ensure periodical evaluation of all project REAL personnel?	D-25 Project REAL Management plan D-26 Staff job descriptions D-23 Process Evaluation Form	Spring Fall	Summative	Comparison between management specifications and actual distribution and allocation of staff.	100% Agreement between planned and actual distribution and allocation of staff.	100% of project REAL staff.

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
1a. Were guidelines established and used for screening project materials for sex bias and sex stereotyping?		Mid-Spring	Formative Post-test	Review by panel of judges to assess the presence of sex bias and sex stereotyping in materials.	Sex bias and sex stereotyping shall be absent from 100% of project materials reviewed	Random sample of 25% of project REAL curriculum and instructional materials.
a. How were the guidelines developed?	D-23 Process Evaluation Form					
b. What materials were screened?	Project guidelines, policy statements, procedures, etc					
c. To what extent were the materials modified, and how?						
d. What procedures were developed to insure that all project materials are subject to the screening process?	Curriculum and instruction materials					

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
15. Has the project REAL advisory board been established? a. Who are the members? b. Were guidelines and policy statements developed for the operation of the board? c. Did the advisory board meet on a regular basis? d. What topics and problems were covered by the advisory board? e. Was an agenda published prior to the meeting time? f. Were meeting minutes prepared following each meeting? g. What decisions did the advisory board make that resulted in indirect or direct modifications to the project REAL?	D-26 Project REAL Management Plan D-25 Advisory Board Minutes D-24 Side Effects Evaluation Form D-23 Process Evaluation Form D-24 Side-Effects Evaluation Form	Spring	Formative	Review of board minutes and agenda (s) Comparative analysis between planned and actual implementation of advisory board.	Advisory board established and operating in accordance with management plan specifications.	100% of Advisory board minutes and agenda (s).

Evaluation Plan--Part C

Project REAL Management Process Evaluation Questions

Management Process Evaluation Questions	Data Source	Time Data Collected	Evaluation Design	Analysis	Target Criteria	Sample
18. To what extent was the REAL project implemented as planned?	D-23 Process Evaluation Form On-site Visits D-28 Project REAL proposal D-20 Employee Interview Schedule D-8 Learning Site Analysis Form D-9 Project Form D-10 Skill Development Record D-11 Learning Self Assessment D-14 Accountability Contract	Spring and Fall	Formative	Narrative description of facilities and resources available to staff and students at each site.	Sufficient allocation of physical facilities to accomodate staff and students.	100% of project REAL sites i.e. Newark, Glasgow and Christiana High School's
a. Were the necessary physical facilities available (file cabinets, desks, audio-visual equipment, furniture and so on) at each of the three project sites?						
b. Were learning centers established at each site?						
c. Were the facilities appropriate in terms of space allocation for intended student population?						
d. Was adequate transportation provided for each student?				Percentage of students arriving on work sites on time	90% of students arriving at work site on time.	Random sample of 50% of students at each school site
e. Were sufficient community resources (community work sites) recruited and utilized to meet student learning objectives?				Ratio of students to community work sites	100% of students placed in explanatory and learning level activities	Ditto Above
f. Were individual folders prepared for each student in the project and do they contain the specified records?				Review of individual folders	100% of folders reviewed contain specified records	Ditto Above
g. Were curricula adapted, adopted or otherwise developed and implemented to meet individualized students needs plans and expectations?				Content analysis of curricula and students' project plans.	Curricula shall be consistent with individual students needs, plans and expectations.	Ditto Above

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Documents Checklist-Project REAL

	Document	Source	Location
D 1.	EBCE Essential Characteristics Checklist	ETS	ETS
D 2.	EBCE Process Checklist	ETS	ETS
D 3.	Indemnity Insurance Policy	PD	CF
D 4.	Insurance, Student Transporation and Accident Form	S;PD	SF*
D 5.	Employer's Card	CC:E	SF
D 6.	Employer's Agreement Form	E	SF;EF
D 7.	Maintenance Visit Record	CC	SF
D 8.	Learning Site Analysis Plan	CC	SF
D 9.	Project Form	LM;S	SF*
D 10.	Skill Development Record	S	SF*
D 11.	Learning Self Assessment	S	SF*
D 12.	Sign-in sign-out Sheet	S	SF
D 13.	Discipline/Accountability Letter	S;P LM	SF*
D 14.	Accountability Contract	S;LM	SF*
D 15.	Student Questionnaire	S	SF*
D 16.	Weekly Time Report	S	SF*
D 17.	Certification Form	E	SF*
D 18.	Competencies Record	CC	SF*
D 19.	Student Planning Form	S	SF*
D 20.	Employer Interview Schedule	ETS	ETS
D 21.	Career Skills Assessment Program	S;ETS	ETS
D 22.	Comprehensive Test of Basic Skills	S;ETS	ETS

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Document	Source	Location
D 23. Process Evaluation Form	ETS	ETS
D 24. Side Effects Evaluation Form	ETS	ETS
D 25. Advisory Board Minutes	PD	CF
D 26. Project REAL management plan	PD	CF
D 27. Staff Job Description	PD	CF
D 28. Project REAL Proposal	PD	ETS;CF
D 29. Exploration Guide	S;LM	SF*
D 30. Student Report Forms	LM	SF

Approved by director Project REAL
February 17, 1977

APPENDIX A(CONTD)

Code	=	Identification of Source Document
ETS		Educational Testing Service
PD		Project Director for REAL
S		Students in Real Project
CC		Community Coordinator
LM		Learning Manager
E		Employer
P		Parent
Code	**=**	**Location**
ETS		Educational Testing Service files
SF		School Files i.e. Newark, Christiana, or Glasgow High Schools
CF		Central Files i.e. Newark School District Office
*		Documents that are part of each student's project REAL Folder.
EF		Employer's File

APPENDIX B

Site Name Project REAL, Newark School District

Respondent Name Dr. Primo Toccaiondi

Observer R. G. Wasdyke, Project Evaluator

Date April 3, 1978

Implementation Site Essential Characteristics Checklist

For each area rate the site on a five-point scale with the anchor points on the scale indicated.

I. EBCE is an Individualized program

A. Ongoing assessment of student needs, interests and abilities in Basic Skills, Life Skills and Career Development

1 There is no ongoing assessment in two or more of these areas

[5]

5 Studnet needs, interests and abilities are continually assessed

B. Participation in assessment

1 Students play a passive role in the assessment process

[4]

5 Students play an activce and involved role in the assessment process

C. Individual negotiation

1 All projects are pre-assigned and not subject to negotiation

[4]

5 All projects allow for negotiation between student and learning manager

D. Integration

1 There is no formalized, individual assessment and/or accountability

[4]

5 Individual assessment and acccuntability are integrated with program learning strategies when learning plans are negotiated

E. Accountability standards ("a set of learning and behavioral expectations for students as members of the EBCE 'community'")

1 There are few accountability standards

[3]

5 Accountability standards give the student the necessary flexibility to meet basic program expectations

APPENDIX B (Contd)

II. EBCE is a Community-Based program

A. Community input into program planning and operation

1 No mechanism currently exists
[5] .
.
5 A systematic mechanism exists for procuring and utilizing communiuty input

District career Education Advisory Council

B. Role of the program advisory board

1 There is no program advisory board
[4] .
.
5 The program advisory board takes an active role in direction of the program by providing program input

C. Community members and student learning

1 Community members are not involved in student learning activities
[4] .
.
5 Community members serve as resource instructors and certifiers of student learning

D. Providion for employer instructor training/development activities

Not done 1 There are no employer instructor training/development actitives
[ ] .
.
5 There are at least four, regularly-scheduled employer instructor training/development activities

III. EBCE is an Experience-Based program and is built fromt he career activities of adults

A. Mode of learning

1 Students are instructed in a passive or school-like mode
[4] .
.
5 Accountability standards give the student the necessary flexibility to meet basic program expectations

APPENDIX B (Contd)

B. Student activity

1 Students are assigned activities and schedules
[5] .
.
5 Students have the responsibility for budgeting their time and managing their daily activities

C. Utilization of resources

1 Secondary resources (textbooks, courses) are given priority
[3] .
.
5 Primary resources (people; institutions, such as libraries and museums; events) are given priority

D. Community learning activities

1 Adult activities in the community are not utilized in student
. learning
[4] .
.
5 Adult activities in the community serve as the primary context for student learning

E. Reference population

1 Adolescent peers and school work are the primary referrent
[4] .
.
5 Adults in the world of work are the primary referrent

F. Community learning potential

1 No analysis is made of the learning potential of the local
. community
[4] .
.
5 There is systematic analysis that enables staff and students to take full advantage of the learning potential of the local community

APPENDIX B (Contd)

IV. EBCE must have its own Identity and must be Comprehensive and Integrated

A. Program requirements and processes

1 Regular high school requirement and processes are used to determine student learning plans

[4]

5 EBCE program requirements and processes determine student learning plans

B. Program completion requirements

1 Program completion requirements are vague, unspecified or not differentiated from the regular high schol requirements

[4]

5 Program completion requirements are clearly defined, differentiated from and consistent with program goals and local requirements

C. Curriculum

1 The curriculum structure includes experiences in either one or none of the following areas: basic skills, life skills, career development

[4]

5 The curriculum structure includes experiences in all of the above areas

D. Survival competencies

1 There are no performance-based survival competencies

[3]

5 There are at least ten performance-based survival competencies necessary for coping in life and modern society

E. Interrelatedness of curriculum areas and student learning

1 Disciplines are emphasized separately

[4]

5 Emphasis is on interrelated curriculum areas and this is demonstrated by the student learning activities

APPENDIX B (Contd)

V. The EBCE program places a major emphasis on the Career Development of students

A. Types of community learning situations

1 There are no employer/community learning sites
.
.
[4]
.
.
5 Provision is made for different types and levels of learning situations at employer/community sites

B. Emphasis at learning sites

1 Students are paid for their contributions on employer/community
. sites
.
.
[5]
.
.
5 Students are on employer/community sites for learning about careers, not earning money

C. Career Decision Making

1 Students are not encouraged to improve their career decision-
. making process
.
.
[4]
.
.
5 Students are required to gather information about themselves and the world of work and apply this information in career decision making

D. Reflections on student experiences

1 There are no requirements towards self-evaluation
.
.
[4]
.
.
5 Students are encouraged to reflect on student experiences and evaluate their own strengths and weaknesses and progress